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ABSTRACT

A seminar held in October 1978 brought together teams from public and school libraries in 36 Illinois communities representing the 18 Illinois library systems, in order to: (1) provide an environment where school and public librarians who work with young adults could identify their problems, assess their needs, and begin working toward mutual solutions; (2) introduce librarians to experts in the fields of adolescent psychology and services to young adults; (3) develop a specific project which would initiate cooperation between school and public librarians; (4) provide ongoing cooperation in the same community; and (5) provide seminar participants with the expertise necessary to develop and present training on the system level. This final report presents 34 project evaluations which describe the cooperative programs developed as a result of the seminar. Each evaluation indicates the process used for initiating the project, youth participation in project implementation, obstacles encountered, and project results. Appendices comprise a copy of the proposal for a Library Services and Construction Act (LSCA) Title III grant, which was used to fund the seminar, and a list of seminar participants with their affiliations and addresses. (ESR)

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FINAL REPORT
COOPERATIVE SEMINAR
FOR SCHOOL AND PUBLIC LIBRARIANS
WORKING WITH YOUNG ADULTS

Edited by

Linda Crowe
and
Evelyn Shaevel

Funded by
The Illinois State Library
LSCA Title III

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FOREWARD

Realizing that service to young adults in Illinois needed an infusion of creative energy, we met together with Geri Schmidt, then Interlibrary Cooperation Consultant at Starved Rock Library System, at the Young Adult Services Division Office at ALA Headquarters in the Fall of 1977.

After exploring various ideas and funding sources, we decided that an LSCA Title III grant for interlibrary cooperation would provide us with the latitude to pursue an innovative approach to serving young adults. Basically, the proposal had two aims: to provide an environment for public and school librarians where they would be exposed to and work with experts in the field of service to young adults; and to develop a team consisting of a public librarian and school librarian who would develop a project for their particular community.

The seminar would try to provide the necessary background to a number of key people who would stimulate the development of young adults services throughout the state. It would also produce methods for ongoing cooperation, including acquisitions of materials and development of services and programs, between all library and non-library agencies working with young adults in a community. The specific objectives were: 1) to provide an environment where school and public librarians who work with young adults could identify their problems and assess their needs in order to begin working toward mutual solutions; 2) to introduce school and public librarians to experts in the field of adolescent psychology, materials, and services to young adults, in order to increase their knowledge in these areas; 3) to develop a specific project which would initiate cooperation between school and public librarians; 4) to provide on-going cooperation in the same community; and 5) to provide participants in the seminar with the expertise necessary to develop and present training on the system level.

The fifth objective cited above has been achieved since every System in Illinois either individually or cooperatively has sponsored a workshop on service to young adults at sometime during the past year and a half.

The evaluations included in this final report were prepared by the seminar teams and give some indication of the success achieved in meeting objectives 3 and 4. Many projects changed; some encountered problems within the community. Overall, though, it appears that cooperation has indeed developed between the school and public library participants in the communities involved. In fact, what comes through loud and clear in the evaluations is the communication networks established and being nurtured on local levels throughout the state.

Among the spinoffs from the seminar are: an article, "Bridging the Gap," (School Library Journal, November, 1979) by Jan Shoup and Sylvia Tadin, a team from the DuPage Library System; a number of articles in local newspapers describing the cooperative projects; and production of materials, including brochures, booklets and bibliographies, done in addition to team projects, in on-going efforts to keep the feeling of cooperation alive.

The last part of this statewide project will be a one day programming workshop to be held in the Spring of 1980. Don Reynolds and Patty Campbell, both experienced young adult programmers, will supply innovative ideas and renew the spirit developed at the original seminar which took place at the Harrison House Conference Center in October, 1978. The follow-up meeting will also include some of the participants who have been particularly successful in continuing their cooperative efforts.

Beginning with the Conference itself, and throughout the past year and a half, librarians in Illinois have really begun to focus some of their thoughts and activities on service to young adults. We hope this momentum will continue and that cooperative efforts between public and school librarians will continue to develop, providing effective library service to young people throughout the state of Illinois.

Linda Crowe
System Development Officer
North Suburban Library System
Wheeling, Illinois

Evelyn Shaevel
Executive Secretary
Young Adult Services Division
American Library Association
Chicago, Illinois

April 1980

PROJECT EVALUATIONS

BUR OAK LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Barbara Wilson, Joliet Public Library
Mark Arabadjief, Joliet Twp. High School, West Campus
Philip R. Branshaw, Joliet Twp. High School, East Campus
Mary E. Tracy, Joliet Twp. High School, Central Campus

PROJECT DESCRIPTION

Joliet Public Library and Joliet High School (East, West, and Central Campuses). In order to make secondary school students aware of the services and operations of the public library, the team will jointly produce a slide tape presentation which will be used in each of the three high schools for library orientation. The public library will also house a copy of the presentation for orientation needs.

Joliet Public Library holds a treasure of reference tools not found in the high school collection. The team will jointly offer a mini course in the use of these reference tools. The course will be geared for college bound students and held at the public library.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

Personal contacts have increased. The school librarians are using public library services more.

Official library policies have not changed.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

Three librarians in the Joliet Township High Schools and one public librarian planned a series of sixteen class meetings for the study of reference books. All students identified as gifted were invited to enroll.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

Only that friends recruited friends as participants.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started _____on-going _____finished

COMMENTS:

The reference course ended on schedule at the end of May.

The general plan for the slide series has been typed. But no pictures have been shot.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

Transportation to the public library was a problem for some students. The after-school meeting time discouraged attendance.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

All of the students said they learned enough. About half of them sustained interest to the end. In general the enthusiasm was mediocre.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

There were so few students in our reference program that their increased usage would not be noticed.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

No.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

_____a. If it was successful --- why?

_____b. If not --- why not?

_____c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

a. For about half of those who took it will be very valuable for them in the future.

b. We were discouraged by the many problems that developed.

CHICAGO LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Annie D. Miller, Chicago Public Library, Wendell Smith Branch
Gloria Middleton, Wendell Smith Public Library

PROJECT DESCRIPTION

Wendell-Smith Team - An individually guided motivation reading program for twenty young adults, ages 13 and 14 years old, at the Wendell-Smith Elementary School, using at least twenty junior and senior students from Corless High School as conference leaders.

The high school conference leaders will help the elementary school young adults to:

1. Increase their interest in reading.
2. Encourage them to read independently.
3. Help them to increase their reading comprehension and speed.

Conference training techniques will be given to the high school conference leaders.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

More involvement of young adults from the adjacent high school.

More communication among staff members.

A better knowledge of individual job functions.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

Discussed the program with the Head Librarian at Corliss High School. Young adults were selected from the library club to come to our branch during their study periods, before and after class to serve as tutors to the select eighth grader.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

The tutors and tutorees were shown a film on tutoring and gave their ideas about the organization of the program.

Pamphlets were distributed to the young adult tutors to give them a better understanding as to what they were required to do and the expected results.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started _____on-going _____finished

COMMENTS:

The project has been terminated due to the conclusion of the school year.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

The coordination of the tutors and tutorees.

a. Time during school hours.

b. Having enough adult hired staff to service the program.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

The young adults from the high school were first reluctant due to the fact they were nearly peers to the tutorees.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

Generally this cannot be measured since we do have a large number of young adults using the facilities. The high school young adults live in various sections of the city, therefore, they use their local Chicago Public Library.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

The administrative staff has always had a positive attitude toward interlibrary programs.

1. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

_____a. If it was successful --- why?

__x__b. If not --- why not?

_____c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

Not successful because young or new programs in cooperative projects need people who have special allotted time to implement the program and not an addendum to what they are already doing.

More personnel was needed.

CHICAGO LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Theresa Ashley, Woodson Regional Library
Sister John Martha Kybel, Academy of Our Lady

PROJECT DESCRIPTION

Woodson Regional Library and Academy of Our Lady High School - To develop a new approach to library orientation that will be more stimulating and informative. Students will work with librarian, in developing presentation. This program will take into consideration that CPL uses LC classification, schools use Dewey, CPL uses COM catalog, school card catalog, etc.

Handouts such as bookmarks, flyers, and activity sheets will supplement the A.V. presentation.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

Librarians from Woodson's subject departments visited Academy of Our Lady in the past, but there had been no active exchange of ideas or programs. Since the seminar there has been a great increase in cooperation between AOL and WRL. The school librarian had publicized Woodson's resources to the teachers and students, but now students come to the regional and ask specifically for the young adult librarian. AOL's mime troupe performed for an audience of preschoolers during National Library Week children's programs. There is constant communication between the school and public librarians: articles, bibliographies, program announcements are exchanged. Media Center staff from Woodson have assisted the school with repair to equipment and in other technical matters.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

After the public librarian (who had recently joined the system) introduced herself to the school librarian several project ideas were discussed. An amicable relationship resulted from the first

meeting and needs were assessed. Both librarians finally agreed that a project on library instruction would be most useful to both institutions and to the community at-large. It was decided that the original team would invite participation from another school and from other departments at Woodson. An elementary school librarian, the assistant children's librarian at Woodson, and Woodson's media specialist joined the project. The technical expertise of the media specialist was much needed for the tape/slide presentation designed and the input of the children's librarians allowed us to include younger adolescents.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

Three outstanding seniors from AOL assisted with the project, as did two eighth graders and high school students employed as pages at Woodson. The AOL students wrote a script, designed costumes, were photographed for the slide portion and recorded their script. Scripts were written by the elementary school librarian, the young adult librarian and the children's librarian. Students from the elementary school and library pages were featured in these scripts.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started __x__on-going _____finished

COMMENTS:

About three-fourths of the project is completed and it is expected that the project will be finished by the end of July.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

The greatest obstacles were in arranging schedules for meetings. The participating high school seniors were graduating and had exams and other activities that made appointments difficult to schedule. Woodson was short staffed at times, presenting another difficulty for public library participants.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

The young adults who participated in the project were quite enthusiastic about it and felt that it would be enjoyed by others. A larger YA audience has not yet been reached, but it is anticipated that the presentation will be a useful tool in library instruction, both in the public and school libraries.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

No. At this time the larger community is not aware of the project.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

No. The administrator's attitude toward interlibrary cooperation have not been discussed.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

_____ a. If it was successful --- why?

_____ b. If not --- why not?

_____ c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

The project was successful because it accomplished the aims for which it was designed: the tape/slide presentation will be completed, two schools and the public library worked together to complete the project, students were involved on various levels throughout. We have all learned what is possible and are encouraged to attempt future projects of this type.

CORN BELT LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Nancy May, Pontiac Public Library
Ruth Glotfelty, Pontiac Twp. High School

PROJECT DESCRIPTION

Pontiac Public Library - This project will be a cooperative effort directing Y.A.'s in our community in the production of book talks (of their choice) on a 10 min. slide/tape show. The purpose of the project is to increase activity, and promote awareness among Y.A.'s of joint library holdings. The primary use of the resulting product will most likely be in junior and senior high classes, though the slide/tape will be made available system-wide and to interested clubs in our community.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

The Junior High, Senior High and Public Librarians have working luncheons bi-monthly, rotating sites among the three libraries. At these lunches we share resources and discuss programs in the area related to YA's. Knowledge of each others' reference materials has increased and we feel freer to call upon each other for particular questions concerning YA's.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

Enlisted cooperation of teachers.
Prepared promotional flyers for distribution at both libraries to attract students.
Prepared promotional bulletin boards.
Published news item in school newspaper.
Announced on school public address system.
Visited classes to initiate project.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

Yes
1) In selection of book titles for discussion by classroom groups.
2) Reading books.
3) Discussing books on tapes.
4) Editing tapes.
5) Taking slides.
6) Viewing finished slide/tape project "Books Buzz."

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started ___x___on-going _____finished

COMMENTS:

On schedule.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

Getting student commitments.
Scheduling groups of students for book discussions which necessitated working around work and study schedules.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

Mildly enthusiastic at inception. We plan to use the slide/tape in the fall 1979 and will judge their reaction of the finished project then.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

Yes. More students have asked the Public Librarian for assistance on research projects.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

Public Librarian: Does not apply, Librarian is Director of Library.

School Librarian: Yes, I believe the superintendent is more receptive to the idea of cooperation among local librarians involved with teenagers. He has a better appreciation for the need for such interlibrary cooperation.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

__X__a. If it was successful --- why?

_____b. If not --- why not?

_____c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

It was successful in that:

1) It was a learning situation for us as far as production techniques go and in direct interaction with students.

2) It was beneficial to the students because books were read; discussions generated informal and intellectual sharing and honest reactions to particular books; they will view the slide/tape program; and hopefully other students will be motivated to read books.

3) It was beneficial to the libraries in gaining publicity for programs and library materials were exposed to greater use.

We are confident we will experience long-term benefits in all three areas.

CORN BELT LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Linda Hawkins, Bloomington Public Library
Donna Lutkehaus, Chiddix Junior High School

PROJECT DESCRIPTION

Bloomington Public Library and Chittix Junior High (Normal) - The purpose of this project is to provide a consensus of youth resources in the Bloomington/Normal community. There is an overabundance of talent available in school, church, and civic groups. The goal is to provide a listing of what these talents are and to whom they may be available in our community.

Information will be compiled in booklet format and provided to businesses, organizations, etc.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

Chiddix Junior High School is a member of the Corn Belt Library System with Bloomington Public Library as System Headquarters. This arrangement was made before the seminar. The cooperation developed at times still exists and hopefully will be ongoing.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

Developed a list of groups that held youthful volunteers. Sent questionnaires asking for purpose and services.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

No. Our goal was to provide a youth resources booklet to the community, in the hopes of involving young adults.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started _____on-going _____finished

COMMENTS:

Questionnaire booklet is being typed and copied.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

Finding time necessary to do more than just an adequate job.

Questionnaires not returned.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

Not applicable at this time.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

There are always young adults in both library settings.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

No. There has always been cooperation between libraries in our system and others.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

_____ a. If it was successful --- why?

_____ b. If not --- why not?

_x_ c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

The success of the project will not be known until the questionnaire booklets are made available to the groups that responded and to other community groups.

c. If we could have more guidance and follow-up help.

DUPAGE LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Helen Stough, Helen Plum Library
Nancy McCullough, Glenbard E. High School
Beverly Cabot, Lombard Jr. High School

PROJECT DESCRIPTION

Helen Plum Library, Glenbard East H.S., and Lombard Jr. High - In order to assess the extent of materials available to young adults in the public library, the senior high school and one junior high school in Lombard, IL., and also to define the uses made by young adults of the three facilities, the respective librarians will exchange services as staff members. The exchange of services will consist of participation in the activities of the individual libraries. On at least two occasions each school librarian will join the young adult staff at the public library during the late afternoon and evening hours when young adults use it most heavily. The young adult librarian will join both school staff during school hours. The senior and junior high school librarians will also exchange roles.

In addition, we anticipate including the other librarians serving the young adult population of Lombard in monthly meetings for the purpose of developing communication with each other.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

Our project, a work exchange program, aimed at getting each of us into the others' libraries in order to investigate clientele, usage and collections. In doing so, we have gotten to know each other, to have a feeling for the programs offered in the three libraries, and we have developed a will to continue and expand cooperative efforts.

The public librarian was able to observe her after-school customers in their daytime settings. The high school librarian met with the other two with increased frequency. The junior high librarian made a determined effort to inform the public library of classroom assignments as far in advance as possible.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

No.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started ___x___ on-going _____finished

COMMENTS:

In the fall, 1979, with the public library's new young adults librarian, a continuing program of work exchanges will be followed. Other cooperative projects are also seen as desirable and will be planned with the YA librarian, the high school librarian and both junior high librarians.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

We did not complete this program to our satisfaction and felt the reason to be a lack of a real, concrete objective to the exchange visits. Working in each other's libraries was a heartwarming idea, but proved to be nebulous in practice. After a detailed tour, an extended explanation of processes and technologies, and an examination of collections, the remaining time proved to be too unstructured. If, for example, the public library was having a slow afternoon, there might be few or no young adults to help or observe in the time scheduled for a visit. The public school libraries might be visited when an ongoing project was underway, and all help already rendered on a previous day. Of course, value was gained in being seen and in seeing the various students in a new setting, but the objective of working in another's library was not really realized. The second or third exchanges became, because of this, less than top priority in our individual schedules, and finally halted, although, we continued to meet and keep in touch.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

Students were not involved.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

The school administrators have been very open to allowing released time for project work, and have sustained an interest in the exchange program.

A part-time YA librarian has been hired by the public library as a result of the conference. The administration, after reports of information gained at the conference and research done by Helen Stough, realized that the quality and quantity of time needed for this work was not available to the children's librarian. This person will be able to work closely with the schools.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

moderately a. If it was successful --- why?

_____ b. If not --- why not?

yes c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

a. The project was a success because we became acquainted, met in meetings and/or work exchanges many times, and because a real willingness to cooperate was evident and grew.

b. In addition to the answer to E above, time and the weather were adverse elements. An earlier start in the school year would have helped.

c. We would want to finish this first project in addition to any further programs. It is a project that can be successful, especially if it is started early in the fall. With a more structured plan and the already stated willingness and eagerness of the new YA librarian to work the project through, we should meet with success and be able to move on to a program in which the YA's will be involved.

DUPAGE LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Laura Tressler, Glen Ellyn Public Library
Catherine Stewart, Glenbard West High School
Patricia Walsh, Hadley Jr. High School

PROJECT DESCRIPTION

1. Short range goal.

   Organize our cooperation/communication with the focus on assignments. Tools to be used:

   a. Library presentation at faculty orientation meetings.

   b. Assignment alert sheets - distributed to teachers both schools - returned to school librarians with copy or notification to public librarian.

   c. Exchange of bibliographies and required reading lists. School bibliographies will be annotated by public librarian and a copy returned to schools.

   d. Use of pathfinders.

2. Long range goal.

   Determine interests of Y.A.'s with thought to future programming.

   a. Assemble a group (approx. 12) of students to work with librarians in developing a survey.

   b. Survey distributed through 2 schools, public library, and youth center.

   c. Three librarians aided by youth advisory board to cooperate in setting up programs held at public library or any other possible location.

   d. As programs are planned, develop a Resource and YAPI file.

EVALUATION

Participants did not complete evaluation.

DUPAGE LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Jan Shoup, Franklin Park Public Library
Sylvia Taden, East Leyden High School

PROJECT DESCRIPTION

The Franklin Park Public Library and the East Leyden Media Center propose a two part plan to bridge the gap between high school library usage and public library usage through better communication and cooperative planning. Part one would include establishing library services in the R.E.A.L. School, and alternative school located in the Franklin Park community. Part two would include participating librarians meeting bimonthly to exchange information regarding acquisitions and programming. A SF Film Festival is being planned at the East Leyden Media Center in the winter and a babysitting workshop at the Franklin Park Public Library in the spring.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

The two participating librarians meet together almost every week to exchange ideas, bibliographies and discuss future projects. Since the school librarian has difficulty leaving the premises, the public librarian visits the high school where they meet in the teachers' cafeteria for a cup of coffee or lunch. This helps to establish rapport between the high school teachers and the public librarian.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

At the conference, the public librarian and school librarian browsed through the "YAPI" file and decided to host several cooperative programs. A decision was made to hold a science fiction film festival at the high school and a three-session - babysitters' clinic. Bibliographies were exchanged periodically with the public library supplementing its collection from the listings. An interim-library was started at the alternative school.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

Students at R.E.A.L. school built shelves for the library.

At the public library film festival, students were asked to select science fiction films for a follow-up program held the next month.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started __x__on-going _____finished

COMMENTS:

The above has been completed and future plans are in progress.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

R.E.A.L. school is not completely sold on assuming the responsibilities of having its own library so the project moved slowly.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

EXCELLENT! Many of the 1,100 students who attended the science fiction film festival returned again on their independent study time. Some of the students attended the public library's science fiction film festival the following night. The public library had the largest attendance ever!

Those who attended the BABY SITTERS' CLINIC wanted the sessions extended and did not wish to leave at the close of each meeting.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

No. Large numbers of students have always used the present school library.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

Yes. The public library director recognizes the need for young adult services and encourages cooperation.

The superintendent of the school recognizes the importance of community participation, and the principal is supportive of the cooperative efforts.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

__x__a. If it was successful --- why?

_____b. If not --- why not?

__x__c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

The two programs were extremely successful because the interest level of the students was high. English, Art and Social Studies Departments were involved at the High School level. Businessmen, newspapermen, firemen, policemen, and the community center staff contributed to the success of a cooperative project.

Future cooperative projects are being planned for the following year.

GREAT RIVER LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Michael Carrison, Quincy Public Library
Beth Young, Quincy Senior High

PROJECT DESCRIPTION

Quincy Public Library and Quincy Senior High I - To implement collectively a series of three evening programs of entertainment and educational value aimed at the 9th and 10th grade level student. These programs will be hosted by the libraries and librarians involved on three evenings beginning in January, 1979, and ending by May, 1979. The general area of interest covered by these programs will be self expression. 9th and 10th grade students will be involved in the planning process. There will be a general evaluation of the project at the time of its completion.

EVALUATION

Participants did not complete evaluation.

GREAT RIVER LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Mary Beauchamp, M-C River Valley Public Library
Nancy Lovekamp, M-C High School

PROJECT DESCRIPTION

Meredosia-Chambersburg River Valley Public Library and M-C High School - To develop a program in the mutual districts. The program will be developed for Y.A.'s in grades 6 through 12. Since there has been no such programming done before, the team hopes to develop a program in the subject area of photography, a subject which has created some interest among local Y.A.'s. It is hoped to develop this program in conjunction with the local high school Science Club as an initial base for support. Considered as base support people are: Janet Waitkus, local school photographer; Merle Fox, professional photographer for the school; and Ron TerHark, local amateur photographer. We would like to climax such programs and/or workshops with a photo contest held in conjunction with a local student art fair held in the spring and sponsored by the Junior Women's Club and the Kiwanis Club.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

We were cooperating before the YA seminar but feel the seminar strengthened what we were doing. A new program we have started is the student librarians are working as volunteers 2 hours a semester and this is applied toward the school credit they receive as student librarians.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

Set up guidelines and set dates.
Contacted youth for ideas and contacted resource people.
Confirmed dates with resource persons and also what each would be doing.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

Sought youth ideas.
Publicity was designed by youth.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started __x__on-going _____finished

COMMENTS:

We had intended the project to be finished by now but as we were not totally satisfied with the results we want to carry it on.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

WEATHER! WE were in the midst of a flood when our workshop was to be held.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

There was a great deal of interest shown prior to the workshop. We know several were not able to attend because of weather conditions.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

There have been a few who use the public library, who did not before.
It was too close to the end of the school year to tell at the school library.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

Both administrations were positive before and we feel this attitude has been reinforced.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

_____a. If it was successful --- why?

__x__b. If not --- why not?

__x__c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

We do not feel our project was entirely unsuccessful but we feel it could have been much better. We think we could have done better on our publicity and intend to try again and hope our timing does not coincide with another flood.

ILLINOIS VALLEY LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Linda Paulaskas, Alpha Park Library
E. Kay Buzbee, Limestone Comm. High School

PROJECT DESCRIPTION

Alpha Park Library and Limestone Community High School - Compile a list of agencies that provide services to Y.A.'s in sexuality, the four problem areas of sexuality, family living, and substance abuse. (Perhaps later expanding the file.) We will consult existing directories, the school guidance counselors, school nurses, and maybe area ministers. In cases where we question the quality of service we will phone or visit the agency.

We will produce a brief flyer with an eye-catching design to be distributed to students in the school, school library, public library, and in places where Y.A.'s congregate. There will also be a booklet with more detailed information which will be in counselor's office library and given to others who serve youth.

The purpose of this is to help Y.A.'s realize that the library has sources of information other than assignments, and that we care about their problems.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

There has always been good cooperation between the Limestone Community High School and Alpha Park Public Library. As a result of the workshop and program, Kay Buzbee (High School Librarian) and I (Linda Paulaskas, Alpha Park Library) are more likely to call each other for information. Kay has planned film programs held at the high school library using IVLS films. I've helped select and book the films.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

Please see project description.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

So far there has been no youth participation in the project. We plan on showing the final draft to high school students and young adults that we know for comments.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started __x__on-going _____finished

COMMENTS:

The project is in the on-going stage. I have compiled a list of agencies and selected those agencies most likely to be helpful to young adults. I've contacted those agencies either by phone or in person.

At the present we have a rough draft of the list of agencies and the services they provide. We are working on the description of services. Our goal is to provide enough details about the agencies to help young adults, yet not so much detail that a person who is using the list is overwhelmed. We want more than a list of phone numbers and less than a professional service manual. This middle ground is much harder to achieve than we thought.

The next step is to submit the final draft to young adults, perhaps a social worker or guidance counselor, make any necessary changes, and then print and distribute the pamphlet as planned.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

The greatest obstacle was lack of time. Neither Kay nor I had any specific free time to work on our projects, there were no changes or adjustments in our workloads.

The second problem that Kay and I had with time is that our "less busy" times did not coordinate.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

Informally the young adults we talked to seemed to agree there was a need for a pamphlet like the one we are planning.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

The effect of our project on young adult library usage can't be judged until the project is completed. I personally don't anticipate increased library usage by young adults as a result of this project.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

The administrators of Alpha Park Library and Limestone Community High School have always been supportive of interlibrary cooperation.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

_____a. If it was successful --- why?

don't know b. If not --- why not?

no c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

Kay and I agreed that we would not enter into another formal cooperative project; the coordination of our time was too difficult.

This does not mean that we would not cooperate. Kay hopes to continue film showings at the high school library and I'll help her select films and alert her to any new IVLS film acquisitions. We both feel that our informal cooperation will increase.

While cooperative projects sound good in theory, I personally feel that a better approach is for each library to evaluate it's own services of young adults and spend the time, energy and resources improving it's own services.

At this point, we can't evaluate the success or failure of our project.

ILLINOIS VALLEY LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Paula Weiss, Pekin Public Library
LaRae Muselman, Pekin Community High School

PROJECT DESCRIPTION

Pekin Public Library and Pekin Community High School - Planning a 4 part series on helping parents and teens to understand the physical, psychological, and social changes of adolescence. Possible title: "Teens are People Too." Probable dates - March and April, 1979.

Four primary topics:

1. Adolescent development - speaker from the medical field.
2. Teens and school - panel of school personnel, student and dropout.
3. Teens and peers - psychologist speaker.
4. Teens and family - social worker.

Site - Public Library.

Goal - To create better understanding between adults and teens.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

We are more inclined to consult with one another. As public librarian, I plan to enlist the school librarian's aid in forming a young adult advisory group. The School Librarian is now interested in setting up a film program using system films.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

Following the YA seminar the Public Librarian (PL) began contacting service organizations in the area telling them what we wanted to do and asking for suggestions about program format and possible speakers, and asking if they would help publicize. The School Librarian (SL) contacted school personnel in the same manner.

The SL and PL had a joint meeting to discuss finances and make the final decisions on speakers and titles.

We divided up the list of speakers to contact and proceeded to confirm times and dates.

The SL set up the program brochure and with the aid of the high school printing department had the brochure printed up.

Finally, we began to publicize by distributing the brochures in person and by mail to organizations and groups in the community. Posters containing brochures were placed in strategic businesses. At least four newspaper articles were written up prior to each program.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

A high school art student designed the cover for the brochure. Also, one of our programs consisted of a panel discussion involving two high school students. They sat on the panel to give the student's point of view on the campus environment.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started _____on-going __x__finished

COMMENTS:

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

Scheduling dates and places for our programs that would not conflict with other community events and lessen the chances for the success of our programs.

Finding time for the additional planning needed after the seminar.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

The purpose of our program was to promote understanding of adolescents by parents and the young adults, themselves. Very few young adults attended the programs, but those that did were enthusiastic about the program and attended more than one.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

No.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

No, because both were enthusiastic about cooperation prior to the seminar. The seminar made both groups set aside time for the joint venture which otherwise would probably have always been pushed aside because of a lack of time and staff.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

__x__ a. If it was successful --- why?

_____ b. If not --- why not?

__yes -__ c. Would you enter into another cooperative YA project? (If staff and time permits.)

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

We surveyed participants in the series at the last program and the majority gave favorable comments. In addition, many of the participants who attended program #1 were also seen at the last program. Attendance remained in the 40's and 50's throughout the series.

ILLINOIS VALLEY LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Loretta Phillips, Peoria Heights Public Library
Jane Hubbard, Thomas F. Carroll Library

PROJECT DESCRIPTION

Peoria Heights Public Library, Thomas Carroll Library, and Peoria-Heights High School - Project has two over-all goals. One is to establish on-going cooperation in some basic services. The other is to prepare a joint booklet to be distributed to students, parents, and the community, in which we will describe the two libraries and the services they offer.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

Passing along assignment sheets to PL.
Bookmobile visits to high school.
Sharing periodical lists.
PL accepting Reader's Guide slips made out at school on school form.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

We scheduled regular time, during working hours, to get together and discuss and plan.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

No.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started _____on-going _____finished

COMMENTS:

Was on-going at end of year.
Not really back in gear yet. (November)

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

Communications, as both of us needed to refer to other people on staff of respective libraries.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

Don't think they realized there was a project. They benefited from it in terms of greater and easier access to PL collection.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

I have referred more students to PL, with a better idea of what they'll find there, than I used to.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

Has always been positive.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

_____a. If it was successful --- why?

__x__b. If not --- why not?

_____c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

Loss of PL personnel; neither of us assumed leadership in this; my summer vacation interrupted.

KASKASKIA LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Sheryl Clayton, 405 N. 9th Street, East St. Louis
Toni Perrin, Clark Jr. High Library

PROJECT DESCRIPTION

East St. Louis Public Library and School District 189 - The Public Library will invite all junior high students in School District 189, East St. Louis, IL to participate in the Cooperative Reading Program thru an article in the local newspaper. To do this, an announcement will be sent to each building principal of public and parochial schools. "A meeting will be held, at the East Saint Louis Public Library Mason Room on Tuesday evening date at 4:00 p.m. for all students who would like to participate in a Public Library - Public School Reading Program which will end in April, 1979. At that time, trophies will be presented to the students who earn so many reading points. All details will be explained at the meeting."

Students will be expected to read 25 books, which will be available from the school library and/or public library. These books will deal mainly with the Black experience since East St. Louis is over 90% Black populated at this time. Student winners will come from the bonus list which will consist of books for which various points have been assigned. Questions from the Peck list will be the evaluative criteria used.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

Between individuals within the school system there was participation but now there is school awareness and hopefully school participation on the junior high and high school levels.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

We attended the conference.
We discussed among ourselves the possibilities of the children being assigned a certain number of the Newberry Award books to read.

After talking with Dorothy Broderick at the conference and others in attendance, they suggested other titles and authors. We then branched out and looked at some other titles. We made a booklist and sent it out to all of the schools. We also made a list of questions which we found out about at the conference. The questions and types of questions you could ask about a book, was one of the items we found out about at the conference.
We then sent this list with the questions to all of the junior high schools and put it on the circulation desk at the library. We also talked with the Assistant Superintendent of Schools, Dr. Lillian Parks, as to her support of the project.
She did; so we continued.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

Oh yes, definitely.

Mrs. Perrin asked some of the students what were their favorite titles.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started _____on-going __x____finished
5-1-79

COMMENTS:

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

Not having enough copies of each title at the various schools.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

It was rather blah. Those who were winners were pleased with themselves.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

We are having more and more programs, so that it would be difficult to say that this project alone had increased the library usage.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

I am the administrator and I believe in cooperation.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

__x__ a. If it was successful --- why?

_____ b. If not --- why?

__yes__ c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

It was successful in that it is completed.

We are starting on another project to begin in September of 1980.

This time, I will go to each school library, as well as check our public library shelves, to see which titles are on the shelves that are readable and have not been checked out in a long time. Then we will make up our booklist from the titles available.

KASKASKIA LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Connie Heise, New Athens Twp. Public Library
Thelma Renshaw, New Athens, Comm. Unit District #60 School

PROJECT DESCRIPTION

New Athens - "It's Near, It's Here, It's Your Career". Purpose: The Y.A.'s of today are catapulted quite rapidly into adulthood. Often it seems that one day they are children, but the next day they are expected to render adult decisions without the perspective experiences of an adult. In our community there is a definite need for a coordinated and flexible, meaningful program in which young adults can be provided with materials that help them make valid and purposeful life choices. This need has been shown by a recent survey taken of the 7th-12th grade school population. Of 423 responses, 389 stated they would be in the world of work in ten years. Therefore, this project is focused upon that part of life which requires the most time and energy; the work one chooses to do; and the career choice. Our primary goal is to demonstrate that there are MANY options. We will try to provide this exposure by bringing together at one time and in one location as many representatives as possible to personally discuss, explain, and enlighten the youth of our community.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

The school and public libraries worked very well together on several occasions before the YA seminar but we have done a few different types of co-operating since then. Among them, we could include:

Sharing equipment - A-V type projectors, slides, recorders, slide viewers, films etc., which were used for a co-operative career exploration day at the public library.

Sharing resources - The school librarian ordered films from a school film co-op not usually available to the public library. We used these films for the same career project.

The school librarian also was granted permission to leave the school day and work at the public library for the above mentioned project.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

The YA seminar project we used was to establish a permanent "career corner" in the public library.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

Yes, but so far the youth participation has been somewhat limited. We are still working to get more and more youth involved in planning other projects. For the YA Seminar Project, several interested students provided input through the "Friends of the Library" organization. They not only expressed some of their needs but gave time in preparing posters for advertising and telephoned friends about attending a follow-up career exploration day.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started ___x___on-going _____finished

COMMENTS:

As you can probably imagine by the description of our project, it will constantly be up-dated automatically and forever added to as materials are available FREE.

We are still receiving materials almost weekly from the original requests mailed out last February. We have sent away for other materials when we see sources offering items of interest for our pamphlet file.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

There were really two items of concern, both had to do with finances for the project. One was trying to use the System's (KLS) bulk mailing permit which we did. The other problem had to do with purchasing 2 file cabinets needed for housing the pamphlets that were due to come in. The library budget could not be stretched any further this year for that expenditure. Fortunately, a local organization came to our rescue, and donated $100.00 to the "Friends of the Library". The "Friends" group bought two (2) used cabinets. They were super for our purposes.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

As usual, a few expressed interest and others could care less. However, usage of our files continues to increase as needs are evident. Adults, as well as younger than expected patrons, make use of the files too. That was a little surprising. We are not disappointed with the usage and continue to promote it and keep it current.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

Possibly a few more young adults are --- mainly the ones which would have anyway, because they are the better students. Let's hope we are attracting a few more now and perhaps we will see an increase as time goes on.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

As I commented before, we have had good interlibrary co-operation all along, but there is still a lot we can accomplish together. The administrators from both libraries are very understanding and agreeable to our needs. Financial support is the biggest drawback to anything we do. So anything that can be done "free" or "almost free" is certainly supported.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

yes a. If it was successful --- why?

_____ b. If not --- why not?

yes c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

We feel this project was a success. If for no other reason it has given the public library a "special collection" area. The "Friends of the Library" (which includes young adults), have become more active since purchasing the file cabinets for us and have undertaken two more important projects for the library -

1. Purchasing a duplicating machine for the library.

2. Assisting with the summer reading program.

So, if we have succeeded in getting a few more people involved in the library's needs, we feel it has been a success.

We are always eager to try future co-op projects whether they are aimed at YA or adults or whatever group needs attention.

LINCOLN TRAIL LIBRARIES SYSTEM

TEAM MEMBERS AND LIBRARIES

Robin Caton, Urbana Free Library, Children's Department
Peggy Chandler, Urbana Junior High School - Fisher Campus

PROJECT DESCRIPTION

Urbana Free Library and Urbana Jr. High School - Fisher Campus - *The name of the Children's Department will be changed to Young People's Department. We are also wanting to convert a room in the Urbana Free Library, currently used for microfilm reading, to a room to house the Y.A. Collection which is now in a corner on the third floor.

A series of four programs will be jointly sponsored within an eight month period with the following tentative subjects:

1. local disc jockey.
2. mini course in disco dancing.
3. skateboarding or bicycle backpacking.
*4. hot-air balloon demonstration.

*Subject to approval by the Public Library Director and board.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

I am doing publicity for Urbana Free Library programs at the Junior High School,and we are planning a Chess Tournament between the Junior High Chess Club and the Urbana Free Chess Club.

A demonstration of a computer terminal for the handicapped has been arranged at the Urbana Free Library for teachers and students in the school district.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

Cinda and I discuss plans for programs. (She did not attend the Seminar, and is the interim Director of Children's Services).

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

Junior High Chess Club members suggested the tournament and will be active in planning it.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started ___x___on-going _____finished

COMMENTS:

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

Robin Caton left her position at the Urbana Free Library before we had initiated the project.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

Too early to tell.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

Too early to tell.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

He is more aware of the beneficial aspects of cooperation.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

_____a. If it was successful --- why?

_____b. If not --- why not?

_____c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

Too early to tell.

LINCOLN TRAIL LIBRARIES SYSTEM

TEAM MEMBERS AND LIBRARIES

Brenda McElroy Pacey, Paxton Carnegie Library
Nancy Reinagle, Ford Central Junior High School

PROJECT DESCRIPTION

Paxton Carnegie Library and Ford Central Schools- Our cooperative project is to be done on a county-wide basis to serve the area of Ford County. In assisting the needs of our young adults, there is an interest in the history of Ford County - whether as part of curriculum assignments or as personal interest activities.

We have chosen to implement a cooperative project that will provide a local history bibliography and human resources file that we hope will allow all school and public libraries to serve as referral agencies for these materials. We also hope that through this cooperative effort of the two librarians involved, we will be opening new lines of communication for other cooperative ventures on a county-wide basis.

EVALUATION

Participants did not complete evaluation.

LINCOLN TRAIL LIBRARIES SYSTEM

TEAM MEMBERS AND LIBRARIES

Carol Batty, Champaign Public Library and Information Center
Greg Novak, Edison Middle School

PROJECT DESCRIPTION

Champaign Public Library and Edison Middle School - Through a survey conducted among a large sample of the 6th-8th graders in Champaign Unit #4, the Champaign Public Library and Unit #4 wish to find out the needs of Y.A.'s and how the librarian can fill them.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

A friendlier spirit. The public library is making a conscious effort to keep the librarians and media supervisor informed of activities in the public library.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

During several meetings between Greg Novak and Carol Batty, the final format of the questionnaire evolved. Greg took it to other school librarians who suggested minor changes. Carol took the questionnaire to the Survey Research Laboratory at the University of Illinois, where some format and wording changes were suggested. Those changes were also incorporated in final format.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

Since the project was a questionnaire for youth, they were involved in filling out the form at their schools. Otherwise, no youth participation yet.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started __x__on-going _____finished

COMMENTS:

The survey was done at each middle school and the two parochial schools. However, one school did not turn in their surveys before school ended in June, so we are now in a holding pattern till school resumes.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

Time - Finding time to get together to plan a survey. Always more time elapsed between meetings than was intended.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

Undetermined till project is tallied.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

No.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

We have a new administrator who is very much in favor of interlibrary cooperation.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

_____a. If it was successful --- why?

_____b. If not --- why not?

_____c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

It's undetermined as yet. If, based on the results, we can see some needs which the public or school library can meet, I would feel it was successful.

The better feeling generated between agencies is a plus factor in itself.

We would attempt other cooperative ventures if a clear-cut purpose were seen.

NORTH SUBURBAN LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Alice Basoms, New Trier High School West Library
Harriet S. Bogard, Glencoe Public Library
Alice Ingraham, Wilmette Public Library
Cathy Marine, New Trier E. High School
Ellen Gray, Wilmette
Nancy Walker, Winnetka Public Library

PROJECT DESCRIPTION

New Trier East, New Trier West, Glencoe Public, Wilmette Public, Winnetka Public - Our project is to publish a directory or file, listing all township programs and resources that serve youth in the areas of substance abuse, sexuality, legal services, and family services. The process will involve educating ourselves about the nature and scope of those programs and resources, developing contacts with professionals whose primary clientele is youth, and working with these professionals to determine the most useful content and format. Once the directory is completed, we will continue to work with the agencies and individuals who serve youth to explore ways to share information and resources with each other and to promote awareness and use of them by young people. In order to reduce the project to manageable components, we plan to begin with a directory on substance abuse which we can use as a model for the remaining three areas.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

Open, free and informal communication
(in practice a communication network)

- for reference questions;
- for interlibrary loan;
- between the two school libraries;
- among the school and public libraries.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

1. Met and pooled ideas.
2. Decided to publish directory of social services related to youth.
3. Laid out plans for producing directory at Harrison House.
4. Later met with one, checked with social service agencies and discovered a booklet was already in process.
5. Met with writer of directory and plotted plans for publicizing and developing support programs in community.

- library displays
- library publicity
- student radio talk show
- student news articles
- township news articles
- advisory in-service

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

Youth responsible for writing of the pamphlet. PR via school radio station call-in, and school newspapers done by youth. Students, who did pamphlet writing did not work in conjunction with us, but with the Winnetka youth director, attended our planning meeting.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started ___x__on-going _____finished

COMMENTS:

Pamphlet has been distributed midst widespread coordinated publicity and displays. Plans are being developed for information fairs around pamphlets to be held next fall.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

Delays of agencies we had to deal with, difficult to coordinate publicity with pamphlet distribution.

No previous library project in school, to say nothing of, in coordination with public libraries, thus no model for contacting administrators, and sponsors of school organizations, who were to be involved. Each contact meant, we had to explain <u>why</u> the library should even be involved.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

Reacted with interest and support. Didn't hesitate when asked if they'd like to write articles, host a show, or discuss ideas for related activities.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

No. This was not a project goal. We were searching for ways to put the pamphlet information in the hands of youth. We supported and are supporting this type of information distribution to youth.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

There's been a spirit of cooperation. We, the five cooperating librarians were encouraged to work together and develop and implement exotic programs and service without any obstacles. By the time they had any question, it was too late for changes.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

__x__ a. If it was successful --- why?

_____ b. If not --- why not?

__yes__ c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

It was successful because of the creative intelligence of the five cooperating librarians, their interest in youth and their persisting view that youths' information needs could be met inside or outside of the library.

NORTH SUBURBAN LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Sari Feldman, Cook Memorial Library
Anna Marie Kelly, 708 W. Park, Libertyville

PROJECT DESCRIPTION

Libertyville High School and Cook Memorial Public Library - Phase one will be a questionnaire distributed to student and faculty to establish interests and resource people in the school. These student and faculty resources will then be added to a community resource file already available in the public library.

Working with volunteer teachers, we will ask that students be assigned a long range project based on a personal leisure activity. We will present resources, print, non-print, and human, at a brief presentation in each class. We will concentrate on reaching students through both the school and the public library.

Follow-up may include student conducted workshops and the in-house production of a slide tape on school and public library resources as they relate to leisure interests.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

The school librarian met some staff members and visited the public library in a capacity other than patron. There has definitely been more communication between the librarians as a result of the workshop. The new librarian is enthusiastic about continuing the project.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

The public librarian approached the school librarian and they both agreed they were interested. Each proposed a project, they were discussed and one project was agreed upon. One wrote a draft, the other revised and submitted the final project.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

There was no youth participation in the implementation of the project.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started ___x___on-going _____finished

COMMENTS:

The first part of the project is completed. The entire faculty and student body were surveyed. An index card has been produced on which to put the faculty information. There was no attempt made to involve teachers in an assignment this spring since it was too close to the end of the school year.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

Sari Feldman left the area, and I had to move the school library the end of March. Compiling the information from students and faculty will be a major task. The seniors have to be pulled from the group. The faculty only will be put on permanent cards. The information now is not in a form that could easily be used.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

When the survey was circulated to the students, most of them filled it out seriously and some expressed interest to their teacher or me. Since the rest of the project has not been completed, no other reaction of the students could be evaluated.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

The second part of the project involves students using the library. This has not been completed.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

The administration in both the school and public library have expressed interest in cooperation. The project brought the idea of cooperation into a sharper focus.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

_____a. If it was successful --- why?

_____b. If not --- why not?

_____c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

I am speaking only for myself at this point. I thought the workshop and idea of a project were both valuable. The public library has been very supportive and enthusiastic even though my counterpart is no longer there. Even if no English teacher volunteers to make the assignment, the information we gathered is valuable. Both libraries can use the information for programming and it's something we have discussed. The information from the faculty will be valuable for a longer time than that from the students. I would enthusiastically enter into another cooperative YA project if I felt it had some value.

NORTH SUBURBAN LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Eloise Burfisher, Des Plaines Public Library
Nancy Klinka, Maine Township High School North

PROJECT DESCRIPTION

Des Plaines - To provide young adults with varied recreational and informational programs which will be presented approximately once a month, usually on Friday evenings, in the public library. Tentative programs are: Jan. - skiing; Feb. - photography; March - summer jobs; April - bicycling; May -backpacking and camping.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

Increased rapport and informal cooperation has occurred since the scheduled meetings for program planning. Also, there is an increased awareness of the strengths, weaknesses and problems existing in each other's attempts to provide a strong institutional response to the young adult.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

First, we set up a timetable to schedule meetings and establish deadline dates for planning and activities. The schedule was as follows:

1. Meeting of three librarians in November (including other area high schools).

2. Meeting in December of three librarians and four students from each school representing each grade level for suggestions to determine:

   time of programs
   types of programs to include in a questionnaire
   methods to distribute questionnaire

3. Meeting of students and librarians to select programs and times suggested in the returned questionnaires.

4. Designation of publicity generated from library and schools including classroom announcements, flyers, posters, newspaper articles and radio spots.

5. Contacting community resource people for program offerings.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

Yes, in the initial planning of the programs, in the selection of type and time of program and in the publicity.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started _____on-going __x__finished

COMMENTS:

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

The major obstacle was lack of attendance which could have been partly due to:

a) severe winter weather conditions at the first and second programs

b) variations of expectancy in program content (snowmobiling as an outing versus an information program)

c) difficulty in finding a most suitable time slot for programs to accommodate young adults' free time

d) the term "young adult" appearing to limit the potential target audience

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

In the planning stage the representative students appeared interested and provided constructive suggestions. There was a general positive attitude. Actual lack of response seemed to indicate that:

a) there was indifference due to other available options for free time

b) unpreparedness to view the library as a "recreation" area

c) a skepticism of "programmed" free time

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

Actually not. The areas of interest that we covered were the areas that are being used or are beginning to be used by the young adults.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

Cooperative and supportive during the entire project.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

_____a. If it was successful --- why?

__x__b. If not --- why not?

_yes_c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

The "b" response above is qualified because there was some interest in the project, there was a team spirit among the school and public librarians and there were other types of cooperative projects that are being considered on a more informal basis.

Out of the workshops several ideas were presented that may be adapted. One of the suggestions that we may consider at a later time is the tutoring project. Importantly, we were not discouraged!

NORTH SUBURBAN LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Karen Winsor, Edgewood Junior High School
Mark Mandle, Highland Park Public Library

PROJECT DESCRIPTION

Highland Park - Plan a meeting with an enlarged school and public librarian group to do three things. 1) Explain and define our proposed youth advisory committee. 2) Solicit names of organizations and people to invite to a second meeting. 3) Seek ways to include teenagers. Timeline: 1) Tentative lunch meeting at Highland Park Public Library, Nov. 20. 2) Evening meeting for Monday, December 18. 3) Program in February or March.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

The cooperation that existed between the school and public library was regular exchange of bibliographies and bringing the eighth grade classes to the public library for orientation classes. There was also regular phone contact on homework assignments.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

I called Mark Mandel at the Highland Park Public Library, and asked if he wanted to submit a proposal. Our initial proposal was to make a sound/slide show of the public library to use with various groups including all the schools. We wrote the proposal with that format in mind. We wrote the proposal hurriedly at the end of last school year.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

The YA Questionnaire that has been designed was field tested with students at Edgewood Junior High and revised accordingly.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started __x____on-going _____finished

COMMENTS:

The project is not dead but waiting for Mark's replacement at the public library. I am hoping when Elizabeth Hesse gets settled we may continue our project in some form.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

Since we are not a completed project, so far our greatest challenge has been to convince the Park District that we are not going to duplicate their programming.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

I was pleased to see that Mr. Pollack, the Head Librarian, came to our initial meeting and suggested a library board member to work with us.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

_____a. If it was successful --- why?

_____b. If not --- why not?

__Yes____c. Would you enter into another cooperative YA project?

COMMENTS:

I believe in cooperative projects and would try again even though the initial project I've been involved with is pending. I think our initial project could have been completed even with Mark's leaving in the middle of the year because the actual sound/ slide show execution would have been the school's responsibility.

I think the project had problems because I left Highland Park Public Library in January, and no one was appointed to replace me for a while. I would enter into another cooperative project because I think Highland Park young adults' needs could be more effectively served through cooperative projects. Several institutions serve Highland Park YA - 4 school districts, a public library, a Park and Recreation District, etc. Together we can share ideas supplement rather than duplicate, and perhaps even create innovative programs.

NORTHERN ILLINOIS LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Margie Smith, Marengo Public Library
Mary Lou Wagley, Marengo Community High School

PROJECT DESCRIPTION

Marengo Public Library and Marengo Community High School - Desire to find a better solution to provide service to young adults of the community and high school district. By January 1, 1979, thus will be a written agreement of policies and procedures for materials loaned on an interlibrary loan basis between the two institutions.

Needed bibliographies in three high priority areas (English, Health, Social Studies) will be compiled after a meeting with instructors who will provide input in the subject area. These will be completed at a pre-decided target date for use by students.

To prepare and distribute an alert sheet for assignments for instructors, a pamphlet on how to best obtain and use effectively materials, and to distribute a list of services to students for students and young adults.

To exchange displays regarding services available at both institutions.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

The cooperation now in existances is broader in scope and more flexible to meet the needs of the students, teachers, and library patrons as they arise rather than set plans of actions and involved written goals and objectives.

Inter-library loan is in effect and the HIGH SCHOOL is now an affiliate of NILS. Teachers, students and library patrons have profited from this service. The Marengo Public Library will increase the non-resident fee from $10.00 to $19.50 per year on January 1, 1980. This will definitely increase inter-library loans for students who are non-residents and do not pay the fee when they need school related materials.

Personal contacts with instructors and school administrators has opened many doors to library use by the schools of our community and non-resident area. This is at the elementary level and consists of bulk loans, special classes doing research on subjects in the library during the class day,

field trips to the library for general visits, story hours, and orientation to library use, and placement of films for special programs sponsored by the library during the school day. (There are six elementary schools in this area)

The High School loaned the Marengo Public Library a microfilm reader, during the summer months that the High School was closed, for use of those patrons doing genealogical research. During the school year, we order the microfilm and patrons use the reader at the school.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

I tried to follow the goals and time table set down in our proposal. Found it impossible. Goal I was easy, we worked two years on it. Goal II was completed as far as meeting the Head of the Department and opening up communications. The bibliographies were a big problem. It was of use to the librarians but not the students. With inter-library loan, each librarian knows her own collection and it wasn't really that helpful. Students use the card catalog or the librarian and don't use the bibliographies. Goal III, IV, and V, went by the wayside and we found that the communication with Department Heads to be the most productive. Close communication with the two institutions with an update list of new holdings in general is a high priority. Goal VI was implemented and completed with some success of feed-back and these Tips for Teachers were distributed again this year and included was the elementary school system for in-town schools. There was a six month delay on Goal VII due to lack of time to find a printer, time for preparation, revision and general implementation of the sheet. We are hopeful that it will be effective this fall. Goal VIII has not been achieved -- again time is the factor -- we are busy doing other aspects of our job and this is not a high priority. Goal IX is on-going. One program on How to Ski and the recreational aspects of the sport was given in January of 1979. Four people were in attendance. (Two YA's). This was scheduled at the same time as the ski trips by the local recreational council, but did not conflict with the trips. People would rather do than see, was the case in this program.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

No, not actual participation, but personal conversations with YA's seems to be of the concensus that they are not very interested in Library Programs, due to the other programs, and school activities that compete for their time. They want our service when they need it, and want us to be there to serve and assist with general library service of materials.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started ___x___on-going _____finished

COMMENTS:

YA services will always be on-going and we will try to keep up with the needs as they arise.

Two programs are in the process for 1980.

1. A program on how the library is used at the College level and Public level for research. The program will be held in April, 1980 with information on the Dewey Decimal Classification and also the Library of Congress. It will be for anyone who is interested but pointed at the YA's. Hopefully, we can provide a speaker from the Media Center of McHenry County Jr. College and Northern Illinois University.

2. In January, 1980, running for a series of 13 weeks, we are offering the "Civilization of Man Series". This is for the general public but is scheduled with emphasis on several subject areas of school related curriculum.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

TIME, TIME, TIME. Full time programming and services to YA's, if it is to be successful in our community, must be at many levels and varied with only small groups in mind. Time to implement these programs, accumulating only five or six YA's is not productive with the demands of time for all areas of Public Library Service. Programs are fine, but paperwork demands can be hectic and too time consuming.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

Not interested in special programs. Too much happening in school and other areas. If it is school work orientated and a necessity for grades etc., they want assistance. If it gets them materials with the least amount of effort, and in the quickest time they consider it ok.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

No. If they are library users they will be here, if not, they use the school library for what is necessary. We have a large use of library circulation for the number of registered YA's and it constantly changes. School demands make the difference as to the kind of materials used. Naturally, in summer it is more recreational in nature.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

No. The attitude of our board has always been one of meeting the needs of the library borrower. As long as the librarian is willing to devote extra time to projects and keep within budget and all the other areas of service to the patron, interlibrary cooperation will continue. It is generally the attitude of the librarian and how much she is willing to give beyond general service as to whether cooperation will exist.

Schools are generally too busy doing what they consider to be their job to extend out to the community. It is the Public Library that must make the overtures and constantly pursue the communications to provide service to the school.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

__x__ a. If it was successful -- why?

__x__ b. If not --- why not?

yes c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

a. Learned a lot. Found failure to be very educational. Re-evaluations were productive.

b. Services offered were NOT relevant to motivation of the YA's.

c. There is always things to learn and new approaches to the old problems and new problems to solve.

YA's are an important part of Library Service Groups, and always will be. But one must remember and keep it in perspective that they are one group of many.

RIVER BEND LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Bonnie Falla, Sheffield Public Library
Gayle Abrahams, Western C.U.D.

PROJECT DESCRIPTION

Sheffield Public Library and Western CUD 306 - The purpose of our program is to show our young adults that the public library and the school library can work cooperatively to provide programs and materials reflecting teen needs and interests.

We will attempt to accomplish this by providing a questionnaire to all seventh and eighth graders which can be filled out and returned if they desire. This questionnaire will consist of a list of topics or programs shown to be of importance to the young adult community.

We will attempt to provide programs on the topics which prove to be of the greatest interest.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

Co-operative programming for Junior High School students.

Sharing VOYA and Y.A.A.N.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

1. Took a poll of Junior High School interests by handing out a questionnaire.
2. Tallied the results.
3. Assembled a Libraries Are For Fun Group to help plan programs, contests, etc.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

Yes.

We held the first LAFF Group meeting to decide what the first program was going to be. We had the group preview short films and choose 5 that interested them.

The group made posters, and talked about it to their friends.

They came early to help set up and stayed after to help clean up.

Second program was planned in the same basic manner.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started __x____on-going _____finished

COMMENTS:

Plan on having 4 programs a school year with none during the summer.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

Lack of money to support programs.

Some members of the committee forgot to come to the meetings.

The group had a difficult time coming to a decision about which films to show.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

According to the evaluation forms that were handed out, it was a success.

No negative comments from them.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

The public library has a YA collection on longer-term interlibrary loan and the librarian has noticed a difference in the circulation. The students who came to the program were made aware of the collection.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

We never have had an attitude problem.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

___x___ a. If it was successful --- why?

_____ b. If not --- why not?

___x___ c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

a- So far it has been very successful. We are hoping that we can keep the interest of the Junior High students.

The students were in on the conception of the programming and have continued to contribute many good ideas.

c- Yes. If we had the time. Right now, we are pretty busy with this project and hope that we stay that way.

RIVER BEND LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Emily J. Wilson, Silvis Public Library
Irene McGaughy, United Twp. High School, South Campus

PROJECT DESCRIPTION

Silvis Public Library and United Twp. High School - The focus of our project is to promote young adult reading by generating an interchange of peer recommendations. These brief student comments will be maintained in duplicate files accessible in both libraries. In conjunction with this, a cross-section of young adults will be involved in selecting books for purchase with the understanding that books recommended may or may not be purchased.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

A cooperative spirit and better communication exists between the public and school librarian than did previously. Also there is cooperative selection and buying of books for the first time. Both librarians involved made a team presentation at a River Bend Library System workshop based on YA seminar.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

1. The public librarian and the school librarian met to decide paperback selection aids to be used by the students involved.

2. Four senior high English classes were selected to participate in initial selections.

3. High school catalogs procured from Avor, Bantam, Dell and Perfection were taken to individual classrooms (with the cooperation of the principal, English Department Chairman, and the teacher.)

4. Students were given catalogs and asked to select 5 titles of books that they would like very much to read.

5. Five request forms were filled in by each of the approximately 115 students involved.

6. Public and school librarians met and sorted requests.

7. The Silvis Public Library librarian screened requests from the Silvis students and ordered those books that the school librarian did not order.

8. In the school library, processed books were taken to the classrooms and students were permitted to check out books that they had requested.

9. The public librarian placed processed books on shelves and checked them out to students.

10. After the students read the books, they wrote brief comments on 3"x5" cards. These were duplicated and placed in Silvis Public Library. Files available at both libraries enable students to read peer evaluations.

11. Students at both libraries have been most enthusiastic and responsive.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

There was youth participation in the implementation of this project.

See B above.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started __x____on-going _____finished

COMMENTS:

This program will continue in the fall. Hopefully UTHS North Campus as well as the East Moline Public Library will join Silvis and UTHS South Campus in the project. Silvis Public Library and UTHS South Campus will continue what we consider a successful project.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

There were no gigantic obstacles encountered. There was an unavoidable time lag between selection and distribution of the books.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

Students at both the public and the school libraries were most enthusiastic because they were reading books that they had selected. Students from North Campus found out about the project and began requesting the books that had been selected by the students at South Campus.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

Students who were not reading books previously became regular library patrons. High school students who had not been using the library in the evenings for study purposes have begun to do so.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

The Board of Trustees of the Silvis Public Library have always been in favor of more cooperation between the public library and the school. Since this project, the Superintendent of the United Township High Schools has given his approval for the UTHS schools to affiliate with the River Bend Library System.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

___yes_____a. If it was successful --- why?

_____b. If not --- why not?

___yes_____c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

It was successful because there was mutual cooperation between librarians in a project which involved approximately 115 students. Both librarians are in favor of more cooperative YA projects and plan to continue with the present project.

ROLLING PRAIRIE LIBRARIES SYSTEM

TEAM MEMBERS AND LIBRARIES

Malinda Evans, Vespasian Warner Public Library
Jean Wallace, Clinton Junior High School

PROJECT DESCRIPTION

Warner Public Library and Clinton Jr. High School - Phase 1: To promote junior high student use of the public library and to provide high interest, non-curricular books for the junior high library, by providing a collection of paperback books to be housed at the public library and loaned, in six installments, to the junior high library. Details to consider: 1) Funding - how much and by whom. 2) Selection - initial collection to be selected by the two librarians with student input in selecting replacement titles. 3) Processing and handling.

Phase 2: To add popular music records to the collection.

Phase 3: To implement a junior high student advisory board consisting of at least two students from each grade (6, 7, 8) and sponsored jointly by the two librarians. Details to consider: 1) Selection of student members. 2) Possible enlargement of the board. 3) Development of by-laws, meetings, responsibilities, etc.

Phase 4: Programming - to be developed.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

The Public Library has purchased a collection of young adult paperback books which are housed at the public library. Since the Jr. High library is located directly across the street, one portion of this collection is taken to the Jr. High library for circulation there. Posters and signs indicate that more paperbacks may be found across the street in the public library. In the last two months of school, record albums were added to the loaned collection.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

For the first core collection, the public librarian and the

school librarian together choose 425 books from the Reading Enrichment Company. These books came with portable shelving which facilitated the moving of books back and forth across the street. This collection also allowed for replacements and substitution, so that the entire collection was especially suited for grades 6 through 8.

The collection is housed at the public library. When a rotating section goes to the Jr. High School, each book is marked with an "s" to signify that it has been to the Jr. High. The Jr. High librarian gave the total collection accession numbers for her filing purposes, and so that the collection could be added to. Signs and posters were placed in both libraries to indicate that there was a special Jr. High collection of paperbacks. These paperbacks were housed in a special room in the basement of the public library.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

No.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started __x__on-going _____finished

COMMENTS:

Now we are ready for the youth participation, as we have whetted their interest in the project and have promoted traffic to the public library. We plan to start a student advisory board with the start of the school year. Besides advising as to the type of books they would like, we also want them to help plan and decorate the Jr. High Room at the Public Library. This may even mean that they will need a money raising project such as a book sale.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

Finding the time for the two librarians to work together on the project.

Working out the responsibility for moving the books back and forth.

Working out the financial responsibility for each library.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

It has been a growing idea. We did not mention to the youth what was going on. They asked. When they did, each librarian explained what her library was doing and what could be found at the other library. We also asked for their help and comments, which were readily given.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

Yes! The young adults come to the public library asking for the special paperbacks. They are also using the Record Department. It has been a gradual increase. Things have slowed down for the summer, but it is hoped that the initiation of the advisory board will liven things up this fall.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

No. There has always been good cooperation.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

yes a. If it was successful --- why?

_____ b. If not --- why not?

yes c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

Both yeses are with reservations. It is a successful project, but a slow project with the results slow to be seen. It is promoting youth interest in both libraries for recreational and informational reading, but it seems youth wants to discover that for themselves and not be pushed into it. It will be completely successful when the Student Advisory Board is working with the librarians to make it their project.

Again, it is a qualified yes. It is a very time consuming project. We must measure the results carefully to see if it warrants the time expended. We would hope that in another cooperative YA project, we could interest others, teachers, parents, co-workers to help with the project.

ROLLING PRAIRIE LIBRARIES SYSTEM

TEAM MEMBERS AND LIBRARIES

Christine Gilson, Lincoln Public Library
Dorothy Trapp, Lincoln Comm. High School

PROJECT DESCRIPTION

Lincoln Community High School and Lincoln Public Library - We are working toward a long term goal of school-public library cooperation for young adults in programming and cooperative collection development.

Our first step is a survey of high school students to ascertain their interests, needs, and desires in the use of the LCHS library and the Lincoln Public Library. The survey will be given by December 1, and the results tabulated and analyzed by January 15, 1979.

To gain cooperation of the high school teachers and administrators, we shall request a monthly faculty program to "sell" our project and inform them of the need for communication between the libraries. We will try to enlist their cooperation as well.

With the cooperation of the English faculty, Chris Gilson will give a series of book talks to the English classes. This will be planned and put into action by Spring of 1979.

With this project, communication will have been established among the students, teachers, and administration of the high school, and the public library. Programs on a broad scale, and collection development can be planned for the next school year.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

The High School and public librarians have worked more closely on problems confronting them jointly. Freshman English Classes were brought to the public library as a kind of orientation. We expect to do this again at the beginning of the fall of '79 semester. The Junior/Senior Research Class came to the library for a presentation by Chris on reference materials and their use at the public library. As a result, more

students from that class than ever before used the library, and the librarian for their projects. They learned much about using the system.

The High School and public library did a joint survey of all High School students to ascertain their present use, and their desires regarding both libraries. The results have not yet been all compiled, but we anticipate using them in fall programming.

Adults participating in the Right to Read Program, were brought to the library for their classes. They were given free library cards, regardless of their residence for one year.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

Ms. Trapp and Gilson spoke to the High School Superintendent about increased cooperation, and got permission to administer the survey. We talked to a meeting of the English faculty about use of the library, and scheduled the tours. Next, we administered the survey to all English Classes, and are now tabulating the results. Gilson talked to the High School Library Club about the project, and asked for help in tallying the survey.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

Students helped us tally the survey, and participated just by taking the survey.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started __x__on-going _____finished

COMMENTS:

We plan for a presentation to an all-faculty meeting in the fall of '79 to introduce them to the resources and services of both the libraries, and emphasize their usefulness to students in all subjects.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

Lack of time to plan and accomplish all the objectives in one semester. Also, lack of staff, other than the library administrators to do the projects.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

They were honest about their comments on the survey with regard to the two libraries. Some expressed interest in what we wanted to do.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

More have definitely been using the public library.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

The High School administrator has been very willing to give consent to the projects and to co-operative services. The question is not relevant to the public library, since the administrator has to do the project.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

_____a. If it was successful --- why?

_____b. If not --- why not?

__x____c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

We cannot evaluate at this time, because we have not done a complete project. However, when we finish tabulating the survey and plan an actual program, we will be able to do so.

SHAWNEE LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Mary Gates, Carbondale Public Library
Joyce Kelly, Carbondale Comm. High School

PROJECT DESCRIPTION

Carbondale - Our goal is to get the needed information to the young adults so they may know what agencies deal with a particular type of problem. Our project proposes to place an Information and Referral file in the public library and the high school libraries. The file in each library will contain folders; one for job-related problems, one for family-related problems, etc. Each folder will have copies (the student will be encouraged to take one) of a sheet containing names, agencies, addresses, and phone numbers which for example, a student with job-related problems, may contact for assistance with that type of problem. The file will be clearly marked so the student may obtain the information without assistance. Privacy and confidentiality is assured this way, in case the problem is, for example, a sex-related one.

Agencies will be contacted. Publicity will notify young adults and people who work with young adults of the"Have You Got a Problem?" files and their locations.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

The High School librarians call the public library whenever they become aware of a research assignment.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

Mary Gates and I listed all the public agencies we could think of that might offer services to young adults. We then divided the list, each calling half the agencies to ask:

1. Did they serve young adults?

2. If so, how?

3. What criteria must the young person meet for their assistance?

4. Did they want the agency to be listed in a teen information file?

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

Yes. Commercial Art students designed posters and a handout to publicize the project. Graphic Arts students printed the posters.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started ___x____on-going _____finished

COMMENTS:

This project will continue indefinitely, with frequent checks in both libraries of the status of the file itself, and annual checks with the agencies involved to verify currency of the information supplied and to solicit feedback information and suggestions.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

Getting feedback on the listings from the agencies. Some corrections came in after the stencils were typed.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

Moderate. Light, but fairly consistent use.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

No drastic change. There seems to be a more positive attitude to the library and staff.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

The present administration has always been flexible.

1. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

x a. If it was successful --- why?

x b. If not --- why not?

yes c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

a. I feel the project was successful; the community agencies know the High School and public libraries are interested in young adults getting services they need, and several agencies have had representatives stop by the library to see the file. Students know the information is there when they need it.

b. Use is not heavy.

c. Yes.

The project served to get people together who would not otherwise have been in contact. The local newspaper and the radio stations got a news - release; the newspaper did a brief story and the station did a spot announcement before the early morning announcements of school closings, agencies were reminded that librarians are out there working with young adults. The public and school libraries look to the System Library as a great help, and resource.

The librarian has loaned several preview films to agencies for possible purchase - one on learning disabilities, one on a logic based convict - delinquent program.

The project was included in an exhibit at the Summer Library Institute at McKendree College on June 14, 1979, and attracted many interested librarians, some of whom expressed an interest in instituting the Teen Referral File in their communities.

STARVED ROCK LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Nancy Barton, Reddick Library
Charles Hearn, Ottawa Township High School

PROJECT DESCRIPTION

Reddick Library and Ottawa High School - We propose to share the information we have gained from the seminar with the combined staffs of all staff's libraries serving young adults in Ottawa.

We are aware of the following needs: 1) A booklet listing all services presently offered by area libraries that would be of use and interest to this age group. 2) A listing of agencies serving youth in the area, describing services offered and phone numbers. 3) Preparation of a survey questionnaire to help discover uses now made of the libraries and suggestions for expanding to meet unrecognized needs. 4) Offer bibliographies on specific subjects to meet the needs for homework preparation.

EVALUATION

Participants did not complete evaluation.

STARVED ROCK LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Joanne Johnson, Sandwick Twp. Library
Judy Dallinger, Sandwich High School

PROJECT DESCRIPTION

The Sandwich Twp. Library and the Sandwich High School would like to initiate a series of programs, some to be held in high school - some in public library, for young adults. To best determine what type of programs the young adults would support, a questionnaire (designed by a student-questions by librarians) will be circulated in the high school classes. This questionnaire will gauge the level of interest in definite programs - guitar, disco dance, speed reading, karate, films, careers, which have been tentatively arranged.

The qeustionnaires will be distributed and handed back the same day. When the results have been evaluated, final arrangements for the selected programs will be made with the first one to be given in February.

Announcements will be made over the school P.A. system, articles will be run in school and local papers, and flyers will be handed out during school hours.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

The two librarians were able to discuss library problems more openly and had several discussions in cooperative procedures. The Public Librarian was more aware of budgetary problems of the High School Librarian than before.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

An outline and timetable were drawn-up. A survey to determine students' needs and interest was made up - distributed and tabulated.

The librarians then sat down at the drawing board to determine and plan what programs would best fall in the high interest category.

Wanting to present the programs in a series, a time schedule was specified and the people who would be giving the programs contacted. After some juggling the time slots were filled.

Publicity was the final stage. The public library put weekly notices in the 4 local area papers. The High School used posters, school paper, and the public address system.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

Student interest were surveyed before any projects were implemented.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started _____on-going __x____finished

COMMENTS:

Disappointing - not enough responses for time and effort involved.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

Students are often too busy. The interest is there but their time is not always free. I think that timing would be essential to planning any future programs. A time of the school year when there are few active sports would be ideal.

Publicity is also a problem. Students have learned to tune-out the daily announcements and often do not pay attention to posters.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

They were enthusiastic about the survey and the idea of having a voice in the program planning. We implemented the programs that they requested but our attendance was poor. They often are interested but do not want to actually commit themselves.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

No, the school library is still a place to come to visit with your friends or to work on research papers.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

The administration would like to see more cooperation especially in the area of rotating book collections. Our school library collection is so small that this would really help.

Also, I along with the administration, am not pleased with the library system. They are geared toward the public library and are really not very helpful to schools. Inter-library loan in a school is a joke because the materials cannot be mailed directly to the school. Students don't want to go to the public library and therefore, will not use interlibrary loan.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

_____a. If it was successful --- why?

_____b. If not --- why not?

_____c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

Because of a lack of funding, we are limited in the type of program we can present. We cannot hire really good speakers and demonstrators with no money.

SUBURBAN LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Karen J. Trayling, Dolton Public Library District
Linda Beeler, Thornridge High School Library

PROJECT DESCRIPTION

Dolton Public Library and Thornridge High School - The major accomplishment of this team was to develop guidelines for a cooperative young adult library council, called the Dolton Young Adult Library Advisory Council. Tentative philosophy, goals and objectives, and structures were written, subject to change by the council itself. The philosophy statement was based on many of the concepts presented at this seminar. The major goal of the council is to provide a form for communication regarding services, materials, and problems in the respective public and school libraries in Dolton.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

A brochure explaining public library services was sent to each school library and was included in the High School Library Advisory Committee.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

School librarians asked to choose two students per grade level. Meeting was called to explore young adults desire for activities.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

Using the nominal group technique ideas for young adults, school librarians and public librarians were generated and then placed in a priority level.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started __x__on-going _____finished

COMMENTS:

Meeting in the fall will have young adults to work out activities desired for Spring meeting.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

The change of Children's Librarian.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

Enjoyed activity and wholeheartedly want it continued.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

Implementation not yet taking place.
Evaluation will follow after that.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

The administrator due to change of Children's Librarian, assisted the operation of the program.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

____x____ a. If it was successful -- why?

_____ b. If not --- why not?

___yes___ c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

It will be interesting to see the results of this effort.
It brought in interested young adults, who want to assist the public library in initiating new programs for this age group.

SUBURBAN LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Janice Toomajian, Downers Grove Public Library
Chris Balsano, Downers Grove Community High School, North

PROJECT DESCRIPTION

Downers Grove Public Library and Downers Grove Community High School North - Our project will entail compiling a human resource career file. Each of us will contact people in our community who are willing to speak about their careers with junior and senior high school students. The contacts will be expected to give the following information about their jobs: necessary training, salary range, likes and dislikes of job, openness of job market. We'll be interested in knowing each contact's availability to speak to groups and willingness to speak with individuals on the job site.

Once the file has taken shape, we'll promote the file with a program featuring a speaker with expertise on careers (e.g. Studs Terkel). Promotion will continue after this point through communication with teachers and with community youth groups -- as well as individual patrons.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

1. The public library now gives the High School Library advance notice of all programs of interest to young adults, especially films.

2. The school library, through the effort of the public library, has obtained a BPH phonograph to serve students with learning disabilities.

3. The school library has been notifying the public library of upcoming class assignments.

4. Both of us, have visited and observed the other's library.

5. Mostly, we are aware of the willingness to cooperate with each other.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

1. We wrote a letter to the possible contacts explaining our project.

2. Within a week, we contacted them to set up an appointment to discuss the project further.

3. The actual interview occurred next.

4. The file sheet with the results of the interview was completed and both libraries received copies.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

The High School library tried to involve the students of two psychology classes, but we were discouraged with the results. Since the psychology classes do a career unit, we felt this would be an ideal place to try our project. After the students listed their career choices, we were going to find people in those careers who would be willing to talk to the students. However, most of the career choices were rather unusual. The majority of students wanted to be social workers, so we simply used the school social worker as a resource person. The rest of the students were divided singly among rather unusual areas - marine biologist, rock star, etc., so it was rather difficulty to get contacts for these people. We did become aware of the availability of speakers from the College of DuPage, who would be willing to talk to groups of students at the High School or public library.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started ___x___on-going _____finished

COMMENTS:

We believe we are off to a good start. However, in a project such as this, it can be continually enlarged. The only limiting factor we found, is the lack of time we have to devote to the project.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

It was difficult finding time when we could both meet to work on the project. Our rather infrequent meetings, delayed the project's progress.

The apathetic reaction of a number of students (see below) was also an obstacle.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

We'd hoped to involve students initially by providing speakers for a psychology class, which studied careers. The tudents unfortunately, were interested in careers for which we had no representation (e.g. marine biologist).

Another aspect of this class involvement, was to have class members interview people for the file so that we could increase its contents. This never happened.

Aside from this class, no other young adults have been involved. The file is still in the formative stage; it's really too early to assess general young adult reaction.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

No. It's still too early to assess any change in usage.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

Neither Chief Administrator (Principal or Head Librarian) has changed in attitude, but neither was opposed to it in the first place.

Our immediate Supervisors (Head of Adult Services in the Public Library, and the Director of the High School Media Center) have been very supportive of the project, and of our cooperation in areas not covered by our project. The Director of the Media Center has kept closer touch with the Public Library since the initiation of our project.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

____yes____a. If it was successful --- why?

_____b. If not --- why not?

____yes____c. Would you enter intc another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

As stated earlier, it's too early to determine the reaction to the project, and therefore, its overall success. It has definitely been successful, however, in setting up lines of communication between our two libraries. We re far more aware of the workings of our individual libraries than we were before.

There are other areas in which cooperation would be welcome -- e.g., leisure reading encouragement. We'll certainly continue our contacts and informal cooperation even without a YA project.

WESTERN ILLINOIS LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Marjorie Dreher, Henderson County District Library
Janet Shinkle, Southern High School
Donna Zurmehlen, Tri-Valley Middle School

PROJECT DESCRIPTION

Henderson County District Library, Southern High School, Tri-Valley Middle School - We will develop a cooperative book selection program on a county wide basis including Henderson County District Library, Union Community Unit #115, and Southern Community Unit #120 by the end of this (1978-79) school year.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

The school and public librarians did not get together to discuss ordering or have any organized method of ordering to get a wide range of topics. Now we meet 4 times a year to discuss our collections and what we would like the public librarian to order to extend the range of all our libraries. We also toured the system library to get a better understanding of what was available. More contact means more cooperation thus better library service.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

We contacted all librarians in the County, and had a meeting to acquaint them with what we were trying to do. Since we are a small county, they were all in agreement and went back to discuss the project with their administrators. So far, we have had good cooperation at all levels.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

The youth have not participated directly, but getting our project started was our main objective. At some later date, we hope to expand and have them directly involved.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started __x__on-going _____finished

COMMENTS:

We believe we have met all our objectives for the first year and now will be looking forward to more cooperation in the coming year.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

Our greatest obstacle was time and distance. We live in small communities and it is at least 10 miles from one to the rest. We found we had to meet after school hours and had to have our agenda well planned so as not to have long meetings.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

The young adults seemed to enjoy the availability of current materials on hand or so they could be obtained in the shortest time period.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

I wouldn't say we've noticed more, but they ask for more varied materials. In the schools the term paper topics can run full scope since there are more materials available for their use. We are exchanging among ourselves (school) as well as the public libraries.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

The administrators seemed to be pleased with the arrangement but have not made definite comments.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

__x__a. If it was successful -- why?

_____b. If not --- why not?

_____c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

I believe we have been very successful. The getting together of all librarians in our county helps to make the project run smooth. When we get together we discuss problems we are having and someone always comes up with an idea to help. The public library has been very helpful with all their services and suggests ways to help us. The library system has good workshops to give us ideas and help us understand new policies (such as copyright laws).

WESTERN ILLINOIS LIBRARY SYSTEM

TEAM MEMBERS AND LIBRARIES

Lois Rodgers, Havana Public Library
Virginia Barrett, Havana High School
Judith Hilst, Balyki School District 125

PROJECT DESCRIPTION

Havana Public Library, Havana High School, Balyki Unit Dist. - The three libraries will prepare a joint bibliography, resource file and collection of local history materials. Some oral (taped) interviews have been done by English classes in both schools. They plan to involve, in addition, the journalism classes, history classes, the photo club, student librarian club, Boy Scouts, 4-H Members, and any other interested youth. Community adults too, hopefully, will share in the planning, organizing, administration, etc.

EVALUATION

A. WHAT COOPERATION EXISTS BETWEEN THE SCHOOL AND PUBLIC LIBRARY THAT DID NOT EXIST BEFORE YOUR PARTICIPATION IN THE YA SEMINAR? DESCRIBE:

The exchange of local historical and genealogical holdings available in each library. Combined sources of information. Cooperation of setting up monthly programs for general public. Assisting young adults in writing articles for local newspapers. We have also purchased some type of microfilm machine to use in reading genealogical records.

B. WHAT PROCESS DID YOU FOLLOW TO INITIATE THE PROJECT? DESCRIBE:

The librarians got together to share areas of responsibility.

C. WAS THERE YOUTH PARTICIPATION IN THE IMPLEMENTATION OF THE PROJECT? DESCRIBE:

Students took photos of historic sights. Worked with students in journalism and English classes resulting in publication of stories and pictures in local papers. Youths helped select paperback books in tracing family roots.

They have attended monthly meetings. One young man will be giving the program July 10, on Civil War History, and local participation. Cassette tapes interviewing "senior" citizens. Helped sort and file information schools had. History Class will use local history for report. One girl is now employed at the newspaper and does history features each week.

D. AT WHAT STAGE IS THE PROJECT NOW?

_____not yet started ___x___on-going _____finished

COMMENTS:

We hope this will continue to be of interest to public and keep going especially, involving young adult participation and will eventually lead to a formal local history society organization.

E. WHAT WERE THE GREATEST OBSTACLES ENCOUNTERED WITH THE PROJECT? DESCRIBE:

Time and money to do everything we want to do. We hope local people will help so that all this will not remain in the hands of the librarians.

F. WHAT WAS THE REACTION OF THE YOUNG ADULTS TO THE PROJECT? COMMENTS:

Very highly interested. Eager to work. Cooperative. Still very much involved and asking questions.

G. HAVE YOU NOTICED MORE YOUNG ADULTS USING THE LIBRARY SINCE THE INITIATION OF THE PROJECT? COMMENTS:

Yes. We hope to see even more use, with future stories and research.

H. HAVE YOU NOTICED A CHANGE IN ATTITUDE IN YOUR ADMINISTRATOR TOWARD INTERLIBRARY COOPERATION? COMMENTS:

They have always been favorable. They are well pleased. It is excellent P.R. for us. They like to see the library being used and comments from students refect their interest.

I. HOW WOULD YOU EVALUATE THE OVERALL SUCCESS OF YOUR PROJECT?

___x___a. If it was successful --- why?

_____b. If not --- why not?

___x___c. Would you enter into another cooperative YA project?

PLEASE COMMENT ON YOUR ABOVE RESPONSES.

There has been a need for this type of project for years. We feel as though we have been the catalysts in a service much needed in our community. We feel that it is extremely important that young people be involved in preserving their heritage.

APPENDIX A
Proposal for Cooperative Seminar

APPENDIX A

A Proposal for a Library Services & Construction Act

Title III Grant

TITLE:	COOPERATIVE SEMINAR FOR SCHOOL AND PUBLIC LIBRARIANS WORKING WITH YOUNG ADULTS
CONTRACTING AGENCY:	STARVED ROCK LIBRARY SYSTEM
INITIATOR:	Geri Schmidt, Interlibrary Cooperation Consultant (815) 434-7537
PROJECT DIRECTORS:	Linda D. Crowe, System Development Officer, North Suburban Library System (312) 459-1300
	Geri Schmidt, Interlibrary Cooperation Consultant (815) 434-7537
TRANSMITTED BY:	Richard Willson, System Director (815) 434-7537
DURATION OF PROJECT:	June 1, 1978 - June 1, 1979
TOTAL FUNDS REQUESTED:	$36,780

ABSTRACT

Librarians have long realized that young adults are a difficult group to serve. This makes cooperation between school and public librarians essential if teenagers are to receive effective library service.

Since the inception of the Interlibrary Cooperation Project four years ago, many school libraries have affiliated with the Illinois Systems providing a link between librarians serving young adults in the community.

This proposal brings together teams from two public and school libraries in two communities in each of the 18 Illinois Systems for an intensive three day workshop. The workshop faculty are nationally known young adult librarians and a specialist in adolescent psychology.

Each team will work with the faculty to develop a cooperative project which can be implemented when they return to their community. Further, the teams can provide guidance and training for young adult programs and workshops in their system.

1. Problem

Cooperation and communication between school and public librarians serving young adults has long been a concern of the profession.

Services for young adults developed and refined by early leaders in the field such as Mabel Williams at New York Public Library and Margaret Edwards and Enoch Pratt in Baltimore stressed close contact and strong ties with the schools.

Edwards, in her book The Fair Garden and the Swarm of Beasts: The Library and the Young Adult, emphasized working "hand in glove" with the director of school libraries.

Realizing that young adults are a difficult group to serve because of the stresses of adolescence combined with their student status, cooperation between school and public libraries is essential if young adults are to have effective library service.

The problem most often discussed and commented on between the public librarian responsible for young adults in a community and the junior and/or senior high librarians is the ever present "assignment problem". This is difficult if not impossible to completely solve since it involves a third and outside factor --- "teachers". Too often the frustration caused by this problem tends to divert energy and thwart further joint planning and cooperation. However, it is time to look beyond the "assignment problem" and begin to look for cooperative efforts which can be meaningful to young adults and successful for the school and public librarians serving them.

Illinois has few librarians whose sole responsibility is service to young adults. The children's and/or adult services librarians often assume this role. This makes cooperation even more difficult between school and public librarians because the public librarian cannot devote full attention to the young adult. As a result, service to young adults becomes fragmented and centers primarily on providing homework materials which again causes undue focus on the assignment problem.

Since the inception of the Interlibrary Cooperation Project four years ago, many school libraries have become affiliate members of Illinois systems providing a link between librarians serving young adults in the community.[1] However, there is a general lack of guidance in service to young adults in the State. Although Illinois is a forerunner in library service and demonstrations, there has never been a workshop on a statewide basis for librarians working with young adults. This seminar would provide school and public librarians with the impetus to explore guidance and training for programs and workshops.

[1]For recent and factual descriptions, see 2 issues of Illinois Libraries, 57:6, June 1975 and 58:7, September 1976.

A. Long Range Goal

The seminar will provide the necessary background to a number of key people who will act as facilitators for developing young adult programs throughout the State. The long range goal will be to produce methods for ongoing cooperation and coordination (including acquisition of materials, development of services and programs) between all library and non-library agencies working with young adults in a community.

B. Short Range Goals

1. To provide an environment where school and public librarians working with young adults can identify their problems and needs, in order to begin working toward mutual solutions.

2. To introduce school and public librarians to experts in the field of adolescent psychology and materials and service to young adults, in order to increase their knowledge in these areas.

3. To develop a specific project which will initiate cooperation between school and public librarians to provide ongoing cooperation in the same community.

4. To provide participants in the seminar with the expertise necessary to develope and present training on the system level.

C. Relationship of the Project to Long Range Program for Library Development in Illinois

This proposal will advance the objectives of interlibrary cooperation, by providing an environment where school and public librarians can develop working relationships which can be translated into school/public library cooperation on a system-wide basis.

Geographic areas and populations to be served

a. The project has the potential of improving library service to all young adults in Illinois.

b. The program will be open to 72 participants from 36 communities -- rural, urban, and suburban --- representing the 18 Illinois systems. Teams from two public/school libraries in two communities in each of the 18 Illinois systems will apply to the Interlibrary Cooperation Consultant and/or system staff working with young adults in each system. Each system will develop the criteria for selection of the two teams as they are familiar with the particular conditions and personnel in their system. In cases where a system is not able to send two teams, the project directors will decide how the vacancies will be filled. After screening by the appropriate system staff, the names of two teams will be submitted to the project directors who will invite the participants by June 1, 1978.

c. School and library administrators of the participants will be required to send letters of commitment, stating they will support implementation of the project developed by the school/public library teams.

II. Procedures

This workshop will be an intensive three day working seminar, beginning Sunday evening, October 15, and ending Wednesday noon, October 18, for librarians working with young adults.

The tentative site for this meeting is Harrison Conference Center in Lake Bluff, Illinois. Harrison House is used specifically for meetings and seminars and provides housing, food and meeting rooms. The environment is especially suited for intensive work and planning sessions. Harrison House was chosen after comparing it with other conference facilities because the per diem includes meeting rooms, set-up and use of audio-visual equipment excepting video recording and no charge for break refreshments.

The location is important because resident faculty need easy and fast access to a major airport. Downstate participants may find it more convenient to fly or take a train to Chicago where there is an hourly train to Lake Bluff and transportation from the station provided by Harrison House.

The faculty-in-residence for the seminar will be 1) Dr. Dorothy Broderick, library educator and author specializing in library work with young adults; 2) Mary Chelton, Young Adult Coordinator, Westchester Library System and former president of Young Adult Services Division, American Library Association; and 3) Evelyn Shaevel, Executive Secretary, Young Adult Services Division, American Library Association. The faculty-in residence will coordinate the seminar, teach, and act as consultants to participants as they develop their projects.

The entire conference will be professionally video-taped in color by Tom Hunt, River Bend Library System. This will include segments of the small group discussion and team work sessions as well as the general meetings. The video tape and rights to it will become property of the Illinois State Library. Since the format does not lend itself to formal papers, the general sessions will be audio-taped. These will be given to the Illinois State Library to use at their discretion.

The topics to be covered and specific faculty include:

a. adolescent psychology

   Dr.Adele Hofmann
   Department of Pediatrics
   New York University Medical Center

b. methods for accessing young adult needs in the community including all non-library service for young adults

   John Cunningham
   Free Library of Philadelphia

c. materials for young adults

Dr. Dorothy Broderick
Ms. Mary K. Chelton - faculty-in-residence

Ms. Marie Grieco, New York Audio-Visual materials (tentative)

d. services for young adults - including programming, crisis counseling, and information referral

Ms. Maria Pedak, Director, Young Adult Programming
Prince George County Library System
Hiattsville, MD

A major goal of the seminar will be to provide the participants with the background for developing an ongoing program in their community. These projects will be written at the seminar and should be implemented within 6 months. Examples of projects might include coordinated collection development in specific areas, development of information and referral files for young adults, cooperative programming, or a young adult needs assessment in the community. The faculty and resource persons will be responsible for providing on-site consultation.

The evaluation will consist of on-site visitations by the project directors, Linda Crowe, System Development Officer, NSLS, and Geri Schmidt, Interlibrary Cooperation Consultant, SRLS, and Evelyn Shaevel. These visits will include interview wtih participants, their administrators, other staff involved with the project and young adults. Consideration will be given to preexisting circumstances, environment, and resources. Recognition of these conditions will influence the evaluator's assessment, i.e., in instances where cooperative ventures presently exist, new and innovative programs will be expected. A one day follow-up will be held within a year for participants to discuss with each other and the evaluators the effect of their project on young adult services in their communities and systems and directly on young adults.

Tentative Workshop Schedule:

A flexible format is necessary in a workshop which includes informal lectures, small discussion and individual work sessions. There is no reason why participants and/or faculty cannot decide to change the structure of a particular day in order to meet developing needs.

Sunday, October 15

4:00 - 5:30	arrive Harrison House
6:00 - 7:00	dinner
7:30 - 8:15	welcome - overall view of workshop by Evelyn Shaevel YASD Executive Secretary
8:15 - 9:30	informal introductions

Monday, October 16

8:00 - 9:00	breakfast
9:00 -10:30	The Adolescent as a Physical-Emotional Being: Dr. Adele Hofmann - NY University
10:30 -10:45	break
10:45 -12:00	group discussions
12:00 - 1:30	lunch
1:30 - 3:00	teams/consultants work period
3:00 - 4:00	Community Resources and Information Referral: John Cunningham
4:00 - 5.30	group discussions
6:00 - 7:30	dinner
7:30 - 9:00	film showings
9:00 -10:00	small group discussions team work session resource faculty meeting

Tuesday, October 17

8:00 - 9:00	breakfast
9:00 -10:30	Print Materials for Young Adults: Dorothy Broderick and Mary K. Chelton
10:30 -10:45	break
10:45 -12:00	small group discussions
12:00 - 1:30	lunch
1:30 - 2:30	A-V Materials for Young Adults: Marie Grieco
2:30 - 4:00	film showing
4:00 - 5:30	teams/consultants work periods
6:00 - 7:30	dinner
7:30 - 8:30	Programming for Young Adults: Maria Pedak
8:30 - 9:30	small group discussions
9:30 -	team work session resource faculty meeting

Wednesday, October 18

8:00 - 9:00	breakfast
9:00 - 9:45	final team work sessions
9:45 -10:30	presentation and discussion of team projects each team will present a short summary of the project they plan to implement
10:30 -10:45	break
10:45 -11:30	discussions continued
11:30 -12:00	wrap up
12:00 -	lunch

(workshop ends 1:30)

BUDGET

Harrison House: 40 double rooms

Double rooms $65/person = $5200/day

3 days = $15,600

10 single rooms = $89/person = $890

3 days = $2670

Total: $18,270

This includes room, 3 meals a day, and meeting rooms.

Faculty-in-residence: Dorothy Broderick, $500 plus airfare (approx. $200)

Mary Chelton, $500 plus airfare (approx. $200)

Airfare to Chicago for faculty-in-residence and expenses May, 1978, $500

(Evelyn Shaevel as Executive Secretary of Young Adult Services Division, ALA, will offer her services for Harrison House expenses only.)

Approximate Total: $1900

Resource faculty: $200 honorarium + airfare

5 resource faculty $1000 + airfare (approx. $1100)

Approximate Total: $2100

Video recording artist: Tom Hunt; $150/day

5 days (includes editing time)

Total: $750

Video equipment: includes rental of appropriate equipment, purchase of color tapes and other accessories and rental of editing facilities

Approximate Total: $4250

Audio cassettes: $50

Phone: $100

Mailings: $50

Contingency fund: $1000

Evaluation cost: Geri Schmidt)
Linda Crowe)will each visit 6 systems and 12 librarians
Evelyn Shaevel)Approximately 2 days/system may be required.

Cost $75/day $150/system

18 systems x $150 = $2700

Substitute stipends for school librarians: $4320
(4 days/school librarian including the 1 day follow-up)

Stipend for follow-up meeting: $20/participant to be used toward lunch (including tax & tip) travel or room for follow-up meeting. $8/participant
80 x 8 = $640

Coffee for follow-up meeting: $50

Total for follow-up meeting: $1290

TOTAL: $36,780

APPENDIX B
YA Seminar Participants

APPENDIX B

YA SEMINAR PARTICIPANTS

BUR OAK LIBRARY SYSTEM: 1 Team

Barbara Wilson
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Philip R. Branshaw
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Mary E. Tracy
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Gloria Middleton
Wendell Smith Public Library
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Theresa Ashley
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Sister John Martha Kybel
Academy of Our Lady
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Tamiye Trejo
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Southwest Dist. Office
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Donna Lutkehaus
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Normal, IL 61761
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CUMBERLAND TRAIL LIBRARY SYSTEM: 1 System Staff

Vince Schmidt
Cumberland Trail Library System
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(Ph. 618-662-2679)

DUPAGE LIBRARY SYSTEM: 3 Teams, 1 System Staff

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Helen Plum Library
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Laura Tressler
Glen Ellyn Public Library

Sylvia Taden
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Glen Ellyn, IL 60137

Also Illinois Youth Center
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Nancy Lovekamp
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ILLINOIS VALLEY LIBRARY SYSTEM: 3 Teams, 1 System Staff

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(Ph. 309-347-4101, ext. 258)

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E. Kay Buzbee
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Loretta Phillips
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Jane Hubbard
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East St. Louis, IL 62201
(Ph. 618-874-7280 or 1558)

Mrs. Toni Perrin
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East St. Louis, IL 62204
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LEWIS AND CLARK LIBRARY SYSTEM:

LINCOLN TRAIL LIBRARIES SYSTEM: 3 Teams, 1 System Staff

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Carol Batty
Champaign Public Library and
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Robin Caton
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NORTH SUBURBAN LIBRARY SYSTEM (cont'd.)

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Malinda Evans
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Jean Wallace
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